



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4610 E. Osborn, Phoenix, AZ 85018

Scottsdale Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Margaret Serna
Schedule : 07:15 AM to 03:15 PM
Grades : Pre-K-5
Web Address : www.susd.org/schools/elem/Tavan/index.html
Phone Number : (480) 484-3500
Fax Number : (480) 484-3501
E-mail : mserna@susd.org

Mission

We share a commitment and common vision to promote the success and value of each child. Tavan is a safe environment conducive to learning. We provide programs of the highest quality which are well-planned and based on sound research and methodology.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Continue to increase student achievement in the areas of reading and language arts.
- ü To increase student achievement in the areas of mathematics concepts, problem solving and computation.
- ü To increase student achievement in the area of technology.

Enrollment

October 1, 2005 School Year Student Enrollment : 801
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 148

Instructional Programs

- Ü Language Acquisition
- Ü Preschools & ABC Classroom
- Ü On-site Learning Resource Center
- Ü Schoolwide/Full-day Kinder
- Ü Afterschool Program
- Ü Band Program
- Ü Strings Program
- Ü Gifted Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

To provide a safe learning environment for all children. To offer academic and social opportunities for each child to flourish in the school setting. To keep parents informed. To maintain high standards.

Parents

The parent is the strongest component in the formation of a child's attitude and self-esteem. To ensure their children are well-rested, clean, and have proper nutrition. To encourage students to attend school regularly and punctually.

Transportation Policy

Transportation is a privilege. All Tavan students who use transportation are required to follow school rules and SUSD transportation guidelines.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Charros Volunteer of the Year Award	2005
Ü Walmart Teacher of the Year Award	2004
Ü LULAC Educator of the Year Award	2004
Ü Outstanding Leadership in Elementary Schools Presenter	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	1919	80010	97	99	99	443	473	447	12	5	10	27	10	18	38	48	53	23	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	919	38935	98	99	99	448	471	447	9	5	9	31	12	19	31	49	55	29	35	17
Male	42	1000	40974	95	99	98	438	474	448	17	6	11	21	9	18	48	47	52	14	38	19
African American	NC	48	4201	NC	98	99	NC	438	430	NC	10	17	NC	25	23	NC	52	51	NC	13	9
Hispanic	45	301	34545	98	100	99	420	440	432	18	14	14	42	23	24	31	50	53	9	14	9
Asian/Pacific Islander	NC	91	2068	NC	98	99	NC	492	474	NC	3	4	NC	4	10	NC	37	50	NC	55	36
American Indian/Alaskan Native	NC	43	3979	NC	100	96	NC	421	424	NC	19	17	NC	33	30	NC	44	47	NC	5	6
White	38	1436	35142	97	99	99	477	481	465	8	3	5	3	7	11	45	48	56	45	42	28
Students with Disabilities	12	297	10161	80	96	93	404	448	419	42	19	28	25	18	28	17	42	36	17	21	8
Students without Disabilities	85	1622	69849	100	100	100	449	477	451	8	3	7	27	9	17	41	49	56	24	40	19
Limited English Proficient Students	30	169	14013	97	99	97	404	418	413	27	23	24	43	30	34	27	42	39	3	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	61	413	39029	97	98	98	427	437	432	15	14	14	38	23	25	34	50	52	13	13	9
Non-Economically Disadvantaged	36	1506	40981	97	99	100	472	482	462	8	3	6	8	7	13	44	47	54	39	43	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	1921	79438	97	99	98	442	472	451	15	6	9	24	13	24	51	61	56	10	20	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	919	38775	98	99	99	454	477	457	7	4	7	25	11	22	53	61	58	15	23	13
Male	42	1002	40560	95	99	97	427	469	446	26	7	12	21	14	25	48	61	54	5	18	9
African American	NC	48	4178	NC	98	98	NC	445	439	NC	17	13	NC	19	29	NC	58	52	NC	6	6
Hispanic	45	301	34297	98	100	98	409	436	434	27	17	14	33	25	31	40	50	50	NA	9	5
Asian/Pacific Islander	NC	91	2063	NC	98	99	NC	487	475	NC	2	3	NC	11	15	NC	59	63	NC	27	20
American Indian/Alaskan Native	NC	43	3940	NC	100	95	NC	426	429	NC	16	14	NC	33	36	NC	49	47	NC	2	3
White	38	1438	34887	97	99	98	483	481	471	5	3	4	8	10	15	61	64	63	26	24	18
Students with Disabilities	12	297	9588	80	96	88	407	441	416	42	20	30	25	23	32	33	46	34	NA	11	5
Students without Disabilities	85	1624	69850	100	100	100	447	478	456	12	3	7	24	11	23	53	63	59	12	22	12
Limited English Proficient Students	30	169	13856	97	99	96	387	406	407	43	31	27	33	37	43	23	31	29	NA	1	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	61	414	38685	97	99	97	425	437	435	20	17	14	31	26	32	46	51	50	3	7	5
Non-Economically Disadvantaged	36	1507	40753	97	99	99	472	482	467	8	3	5	11	9	16	58	64	62	22	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	1922	79971	97	99	99	402	439	423	10	4	8	55	35	41	33	55	49	2	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	921	38974	98	99	99	424	452	437	5	3	5	49	27	33	42	63	57	4	7	4
Male	42	1001	40895	95	99	98	374	427	410	17	5	10	62	43	47	21	48	41	NA	3	2
African American	NC	48	4203	NC	98	99	NC	421	411	NC	10	11	NC	44	45	NC	46	43	NC	NA	2
Hispanic	45	301	34481	98	100	99	382	410	410	13	8	10	67	54	46	20	36	43	NA	2	1
Asian/Pacific Islander	NC	91	2067	NC	98	99	NC	448	449	NC	4	4	NC	24	28	NC	63	60	NC	9	8
American Indian/Alaskan Native	NC	43	3995	NC	100	96	NC	408	409	NC	9	10	NC	58	47	NC	33	42	NC	NA	1
White	38	1439	35150	97	99	99	424	446	437	5	3	5	42	31	35	47	60	56	5	6	5
Students with Disabilities	12	301	10258	80	97	94	334	403	377	33	14	23	42	50	51	25	33	25	NA	3	1
Students without Disabilities	85	1621	69713	100	100	100	412	445	429	7	2	5	56	33	39	34	59	52	2	6	3
Limited English Proficient Students	30	169	13985	97	99	97	357	378	382	23	20	18	63	59	54	13	21	27	NA	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	61	415	38994	97	99	98	392	406	409	11	10	10	64	53	47	23	36	41	2	1	1
Non-Economically Disadvantaged	36	1507	40977	97	99	100	421	448	437	8	2	5	39	31	34	50	61	56	3	6	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	1948	80147	100	99	99	470	505	482	13	6	11	20	10	17	52	44	49	15	40	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	974	39281	100	99	99	473	506	483	14	7	9	17	9	17	49	44	50	19	41	24
Male	52	973	40780	100	99	98	466	504	482	12	6	12	23	10	17	56	44	48	10	39	24
African American	NC	53	4249	NC	100	99	NC	464	464	NC	25	17	NC	11	22	NC	49	48	NC	15	13
Hispanic	43	291	33494	100	99	99	453	464	466	12	16	15	37	25	23	49	45	49	2	14	14
Asian/Pacific Islander	NC	80	2103	NC	100	99	NC	526	515	NC	5	4	NC	9	8	NC	33	44	NC	54	45
American Indian/Alaskan Native	NC	34	4117	NC	97	96	NC	464	456	NC	26	19	NC	15	27	NC	35	46	NC	24	8
White	59	1490	36122	100	99	99	485	514	501	10	4	5	8	6	10	58	44	50	24	46	35
Students with Disabilities	13	282	10295	100	96	92	436	464	443	38	27	33	23	19	26	38	37	33	NA	17	8
Students without Disabilities	102	1666	69852	100	100	100	474	512	488	10	3	7	20	8	16	54	45	51	17	44	26
Limited English Proficient Students	25	138	12722	100	99	97	433	444	441	28	28	27	44	32	33	28	34	37	NA	7	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	69	383	38371	100	99	97	457	461	465	17	20	15	29	22	23	48	47	49	6	11	13
Non-Economically Disadvantaged	46	1565	41776	100	99	100	490	516	498	7	3	6	7	7	11	59	43	49	28	47	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	1946	79686	98	99	98	458	493	470	13	5	11	30	13	24	55	65	57	2	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	973	39163	97	99	99	465	497	475	10	4	9	31	12	22	56	65	60	3	19	10
Male	52	972	40438	100	99	97	450	490	465	17	6	13	29	14	25	54	64	54	NA	16	7
African American	NC	52	4228	NC	98	98	NC	465	458	NC	13	15	NC	23	28	NC	62	53	NC	2	4
Hispanic	42	290	33299	98	99	98	435	459	452	21	16	17	48	29	32	31	50	47	NA	6	3
Asian/Pacific Islander	NC	80	2097	NC	100	99	NC	502	490	NC	6	5	NC	10	13	NC	60	68	NC	24	14
American Indian/Alaskan Native	NC	35	4087	NC	100	96	NC	452	446	NC	14	16	NC	29	38	NC	57	44	NC	NA	2
White	58	1489	35914	98	99	98	476	502	489	7	3	5	19	9	15	71	68	67	3	20	14
Students with Disabilities	11	279	9808	85	95	87	432	457	432	18	19	35	55	30	32	27	42	30	NA	9	3
Students without Disabilities	102	1667	69878	100	100	100	461	499	475	13	3	8	27	10	23	58	69	61	2	18	9
Limited English Proficient Students	24	137	12594	96	98	96	409	428	422	50	31	34	42	38	45	8	31	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	68	384	38095	99	99	97	445	455	452	16	16	17	38	31	32	46	52	48	NA	2	3
Non-Economically Disadvantaged	45	1562	41591	98	99	99	477	503	486	9	3	6	18	8	16	69	68	65	4	21	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	1954	80372	99	100	99	471	495	475	5	2	4	29	19	30	66	76	64	NA	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	976	39452	98	100	99	490	505	488	2	1	3	26	13	22	73	80	72	NA	6	3
Male	52	977	40836	100	99	98	447	485	464	10	3	6	33	24	37	58	71	56	NA	2	1
African American	NC	53	4264	NC	100	99	NC	462	465	NC	6	5	NC	36	35	NC	58	59	NC	NA	1
Hispanic	43	291	33608	100	99	99	455	468	462	5	5	6	40	32	36	56	64	57	NA	NA	1
Asian/Pacific Islander	NC	79	2098	NC	99	99	NC	506	500	NC	NA	2	NC	18	16	NC	75	75	NC	8	7
American Indian/Alaskan Native	NC	35	4128	NC	100	97	NC	467	464	NC	3	4	NC	40	39	NC	57	56	NC	NA	1
White	59	1496	36213	100	100	99	486	501	489	3	1	2	22	15	22	75	79	72	NA	4	3
Students with Disabilities	13	288	10526	100	98	94	438	453	427	8	8	15	69	46	53	23	46	31	NA	1	1
Students without Disabilities	101	1666	69846	99	100	100	475	502	482	5	1	3	24	14	26	71	81	69	NA	4	2
Limited English Proficient Students	25	138	12747	100	99	97	413	443	432	20	10	12	40	47	52	40	41	36	NA	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	69	386	38521	100	100	98	460	463	461	6	6	6	36	35	38	58	58	55	NA	1	1
Non-Economically Disadvantaged	45	1568	41851	98	100	100	487	503	489	4	1	3	18	15	22	78	80	72	NA	4	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	2007	79306	100	100	99	510	536	504	15	6	13	18	9	20	44	47	49	23	38	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	966	38845	100	100	99	517	536	505	15	5	11	15	9	20	41	48	50	29	39	18
Male	61	1041	40383	100	100	98	504	535	504	15	6	14	20	10	19	48	46	47	18	38	19
African American	NC	59	4171	NC	98	98	NC	499	485	NC	15	20	NC	19	26	NC	51	44	NC	15	10
Hispanic	59	282	32673	100	100	99	483	498	487	24	17	18	29	21	25	39	46	46	8	16	10
Asian/Pacific Islander	NC	83	2147	NC	100	99	NC	550	539	NC	4	5	NC	2	10	NC	41	46	NC	53	40
American Indian/Alaskan Native	NC	29	4034	NC	100	97	NC	489	479	NC	28	22	NC	17	29	NC	41	43	NC	14	7
White	53	1554	36234	100	100	99	544	544	523	2	3	6	8	7	13	49	47	52	42	43	28
Students with Disabilities	21	270	10286	100	99	91	497	492	462	24	24	41	24	22	27	33	38	27	19	16	5
Students without Disabilities	99	1737	69020	100	100	100	513	542	510	13	3	9	16	7	18	46	48	52	24	42	21
Limited English Proficient Students	30	118	10291	100	98	96	448	460	458	47	35	38	40	32	34	13	31	26	NA	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	72	394	37437	100	99	97	489	497	486	22	15	19	25	21	26	39	49	46	14	14	9
Non-Economically Disadvantaged	48	1613	41869	100	100	100	541	545	521	4	3	7	6	7	14	52	46	51	38	44	27

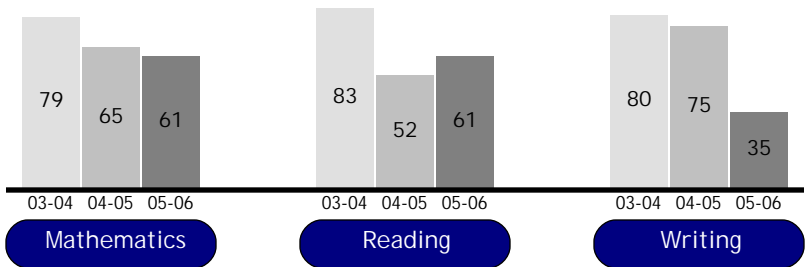
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	1994	79000	95	99	98	493	517	489	10	4	10	22	11	24	60	64	58	9	21	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	963	38774	97	99	99	504	522	494	7	2	7	18	10	22	63	64	61	12	24	10
Male	57	1031	40150	93	99	98	482	512	485	12	5	12	26	13	25	56	63	55	5	19	8
African American	NC	58	4153	NC	97	98	NC	487	476	NC	10	13	NC	21	30	NC	57	53	NC	12	4
Hispanic	55	278	32508	93	99	98	470	481	472	16	12	15	36	31	33	45	50	49	2	6	3
Asian/Pacific Islander	NC	81	2142	NC	98	99	NC	523	510	NC	4	4	NC	7	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	NC	28	4016	NC	97	96	NC	494	467	NC	11	14	NC	18	37	NC	57	46	NC	14	2
White	52	1549	36135	98	99	98	519	525	508	2	2	4	8	7	14	73	66	67	17	25	15
Students with Disabilities	15	258	9991	71	94	88	498	479	449	7	14	33	13	29	36	73	50	29	7	7	2
Students without Disabilities	99	1736	69009	100	100	100	492	522	495	10	2	6	23	8	22	58	66	62	9	24	10
Limited English Proficient Students	28	114	10199	93	95	95	441	444	439	36	32	35	50	46	47	14	23	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	68	389	37234	94	98	97	476	481	472	16	13	15	29	26	33	49	55	50	6	6	3
Non-Economically Disadvantaged	46	1605	41766	96	99	99	518	526	505	NA	1	5	11	8	16	76	66	65	13	25	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	2007	79611	100	100	99	505	524	496	9	3	7	19	22	37	70	73	56	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	967	39016	100	100	99	518	537	511	10	2	4	8	14	29	78	81	66	3	3	1
Male	61	1040	40519	100	100	98	491	511	482	8	3	10	30	29	44	62	67	46	NA	1	0
African American	NC	59	4188	NC	98	98	NC	501	486	NC	5	9	NC	31	40	NC	64	50	NC	NA	0
Hispanic	59	282	32855	100	100	99	475	491	481	17	7	10	29	38	43	53	54	47	2	1	0
Asian/Pacific Islander	NC	83	2149	NC	100	100	NC	526	519	NC	NA	4	NC	27	24	NC	71	70	NC	2	2
American Indian/Alaskan Native	NC	29	3992	NC	100	96	NC	496	478	NC	10	10	NC	28	46	NC	62	44	NC	NA	0
White	53	1554	36380	100	100	99	540	531	511	NA	2	4	8	19	30	91	78	65	2	2	1
Students with Disabilities	21	271	10664	100	99	94	477	471	440	14	13	23	38	49	54	48	36	22	NA	2	1
Students without Disabilities	99	1736	68947	100	100	100	510	532	504	8	1	4	15	18	34	75	79	61	2	2	1
Limited English Proficient Students	30	119	10362	100	99	97	421	447	438	33	18	22	40	56	57	27	25	21	NA	1	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	72	393	37626	100	99	98	486	492	479	15	8	10	21	37	45	61	54	45	3	1	0
Non-Economically Disadvantaged	48	1614	41985	100	100	100	533	532	511	NA	1	4	17	19	30	83	78	65	NA	2	1

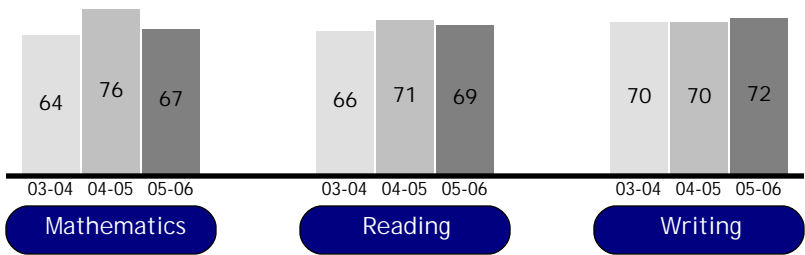
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	55	NA	58	99	37	62	47	93	37	65	46
	Language	98	44	68	50	99	42	64	47	93	34	70	48
	Mathematics	97	51	79	64	100	38	67	50	93	44	72	52
3	Reading	99	63	NA	55	98	38	57	44	97	39	63	46
	Language	99	66	77	61	98	38	57	44	97	37	59	46
	Mathematics	98	74	76	61	98	48	65	51	97	46	70	52
4	Reading	96	62	NA	56	98	47	61	48	98	44	68	52
	Language	97	58	69	52	98	51	64	49	100	44	70	52
	Mathematics	98	68	79	61	99	49	66	53	100	46	70	58
5	Reading	91	66	NA	55	100	53	64	50	95	63	73	56
	Language	94	59	69	49	100	54	65	50	100	52	73	54
	Mathematics	95	79	83	63	100	54	65	49	100	56	72	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Tavan Elementary School

School Site Council

Council Composition

2 School Administrator(s)
 2 Non-certified Employee(s)
 9 Teacher(s)
 5 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

Ü Coordinating and Curriculum
 Ü School Improvement
 Ü Discipline & Safety
 Ü Technology
 Ü Parent Involvement
 Ü Facilities Committee

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	2.00	Teacher Aide	26.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	4	0	0
4 to 6 years	2	3	0	0
7 to 9 years	4	8	0	0
10 or more years	3	16	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	99
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Media Center/Computer Labs/Broadcasts	Ü Community Center
Ü Multi-purpose Room	Ü Art, Band, and Strings classrooms

Extracurricular Activities

Ü Odyssey of the Mind/Word Masters	Ü Homework Club
Ü After School Programs/Intramural Sport	Ü Chess Club
Ü Dell Computer Lab	Ü Student Council
Ü Reading Enrichment	Ü Mariachi Band

Social Services

Ü Health Services/Full-Time Nurse	Ü Pre-school Program
Ü Counseling	Ü Parent Education
Ü All Day Kindergarten Program	Ü Refugee Services
Ü Breakfast/Lunch Programs	Ü Social Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

Ü 3rd grade AIMS results showed an increase of 6% in Writing from 2003-2004.

Ü 5th Grade AIMS results showed an increase of 15% in Math, 11% in Reading and 5% in Writing from 2003-2004.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Discipline, Facilities and Coordinating Teams collaborate to create a safe, secure, school atmosphere. The Discipline Committee has established rules and standardized procedures in order to maintain an orderly campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Margaret Serna	(480) 484-3500
Transportation Policy	Dan Shearer	(480) 484-8550
Community Resources	Elizabeth Kloehr	(480) 484-3500
School Nutrition Programs	Susan Bettenhausen	(480) 484-8686
Parent Organization	Gena Condon	(480) 484-3500
Student Health/Nurse	Noreen Gibney	(480) 484-3500

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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